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ABSTRACT

This teaching unit on the bakery is part of the Community and Personal Services Career Cluster included in a series of career guidebooks developed by Project CHOICE (Children Have Options in Career Education). The units are designed to provide the classroom teacher with a source of career-related activities linking first and second grade classroom experiences with the world of work. Each unit follows a typical format that includes the unit rationale, goals, performance objectives, entry-level assessment, suggested instructional materials (including books, films, and filmstrips), and instructional strategy. The instructional strategy section contains twenty-two lessons designed to acquaint students with the goods a bakery provides and the many different types of jobs and responsibilities people have at the bakery. Each lesson is comprised of the following sections: purpose, materials, introduction, class activities, and summary activity. Task cards are appended. (This guide is one of fourteen in the series for grades 1 and 2.) (LRA)

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OFFICE OF CLAUDE W. RICHARDSON
KERN COUNTY SUPERINTENDENT OF SCHOOLS

Project CHOICE
#174

A CAREER UNIT FOR GRADES K - 2

THE BAKERY

(Community and Personal Services Career Cluster)

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

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CE 025 893

September, 1977

FOREWORD

Project CHOICE: Children Have Options in Career Education, is an Exemplary Project from the San Diego City School District, which has been adapted, with ESEA Title IV-C funding, for Kern County Schools.

Through Project CHOICE, units have been developed to provide the classroom teacher with a source of career-related activities linking classroom experiences with the world of work. All students, regardless of their post-high school plans, share an equal need for career awareness, decision making skills, and other elements of career education. This goal can be accomplished if all teachers and counselors "fit" the appropriate units where they best apply in the curriculum.

We are indebted to the San Diego City School District, and the Project CHOICE staff, for developing and field testing the original units.

For their excellent work in re-writing the units in order to adapt them for use in Kern County Schools, we wish to recognize:

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THE BAKERY

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Community and Personal Services Career Cluster

THE BAKERY

RATIONALE

Children are interested in their own community and exploring the many places of services and businesses. In this unit, the children will investigate the bakery becoming aware of the role the bakery plays in the community. Activities within the unit will make the children aware of the goods a bakery provides and the many different types of jobs and responsibilities people have at the bakery. They will gain a greater appreciation of the "behind the scene operation" when they visit the bakery shop to make their family purchases.

GOALS

Through this unit, the students will:

-Learn about the overall operation of a bakery.

-Become aware of the services and goods provided by a bakery.

-Acquire an understanding of the tasks performed by employees of a bakery.

-Gain an appreciation and understanding of the consumer/retailer relationship.

-See the relationship between educational skills and working and/or shopping in a bakery.

-Become aware of the various health and safety rules in a bakery and an understanding of their necessity.

PERFORMANCE OBJECTIVES

By the end of this unit, the students will be able to:

-Identify four jobs necessary to the operation of a bakery.

-Name at least four workers necessary to the functioning of a bakery and be able to tell something about their responsibilities.

-Name five items sold in a bakery.

-Give at least two reasons why people would buy bakery goods at a bakery instead of another type of store.

-List some safety and health rules and gain an understanding of their necessity.

-Name at least three skills necessary in order for the employee to do his job and for the customer to make his purchase.

ENTRY LEVEL ASSESSMENT
(To be used as a pre-test and a post-test.)

Use this informal inventory to determine class awareness of the bakery and its jobs:

1. Name some products you can buy in a bakery.

2. Name some workers necessary to run a bakery and tell what each worker does.

3. Name some skills the workers at the bakery would need in order to do their jobs.

4. Tell how the bakery provides a service to the community and why you would buy bakery goods from a bakery instead of another type of store.

5. Tell some rules that are necessary in order to make the bakery a safe and healthy place.

USE OF TASK CARDS

The task cards are designed to be used with individuals, small groups or total class. With young children, an aide or parent volunteer or older student working with a small group of children would be ideal.

EVALUATION

The final lesson has been set aside for evaluation. The Entry Level Assessment may be used as a pretest as well as a post-test, or the teacher may wish to develop his/her own. Responses may be taped or written, so that comparisons may be made in order to determine how well pupils have achieved the objectives.

SUGGESTED INSTRUCTIONAL MATERIALS

The following materials and equipment should be utilized in this unit:

-Films, and filmstrips as listed.
-Film projector and filmstrip viewer.

-Tape and tape recorder.
-Magazines.
-Cooking equipment.
-Books, as listed.
-Variety of art materials.
-Set of task cards.

Books:

Title	Author
Let's Go to a Bakery	Buchheimer
I Want to Be a Baker	Green
Let's Make Bread	Johnson
About Helpers Who Work At Night	Hoffman
In the Night Kitchen	Sendak

AVAILABLE IN INSTRUCTIONAL RESOURCE CENTER: OFFICE OF THE KERN COUNTY SUPERINTENDENT OF SCHOOLS
(Please preview first to be certain of suitability for specific students and situations.)

Film: MP 5738 Bakery Beat

COMMUNITY RESOURCES

The following persons may be used as resources in this unit:

-Nurse

-Cafeteria Worker

-Local businessmen

-Parents

-Smiths Bakery; 2808 Union Avenue; 325-6357; Bakersfield; 1 tour per week (No Friday or Saturday or Holiday week); Limited to Grades 2 and up. Arrange at least 2 weeks in advance.

INSTRUCTIONAL STRATEGY: LESSONS 1-10
(Note: Some of these lessons will last longer than one class period.)

Lesson 1

PURPOSE

To assess the children's awareness and knowledge about a bakery and some of the products you can purchase there.

MATERIALS

1. Entry Level Assessment.
2. Chart paper.
3. Felt pen.
4. A picture or book illustration of a bakery.
5. Drawing paper and crayons.
6. Permission slips for Bakery Trip.*
7. Tape/tape recorder may be used instead of chart paper and felt pen.

INTRODUCTION

Say: "Boys and girls, we have many different kinds of stores and businesses in our community. Can you name some of these?"
(List children's responses on the chart paper accepting all responses - hopefully someone will mention the bakery - if not assist the group so it will be included in the list.)

CLASS ACTIVITIES

1. Review "introduction list." Tell the class you have a picture of one of the places on the list. See if they can identify which one. Show the children a picture illustrating a bakery. Have them identify the bakery.
2. Use Entry Level Assessment as a discussion guide - recording children's responses on chart paper or you may wish to record responses on tape.
3. Have the children make a picture showing what they could buy in a bakery.

SUMMARY

1. Share pictures.
2. Make a composite list of products you could buy in a bakery as children share pictures.
3. Tell the children of a field trip to a bakery and discuss permission slips.

*See lesson 3 for optional activity.

Lesson 2

PURPOSE

To prepare for the visit to the bakery and become aware of the products of a bakery and the jobs necessary to the operation of a bakery.

MATERIALS

1. Chart from previous day.
2. Task card 1.
3. Film or filmstrip about a bakery.*
   *Suggested film: 5738 Bakery Beat.
   Available at Instructional Resource Center, Superintendent of Schools Office.
4. Film projector.
5. Magazines, scissors, paste.
6. Task cards 2 and 3.

INTRODUCTION

Say: "Yesterday we drew pictures of some of the products we could buy at a bakery and listed some of the jobs people have at a bakery. Today we're going to get ready for our bakery visit tomorrow.

CLASS ACTIVITIES

1. Review chart made from yesterday's discussion.

Choose from following activities for total group participation or divide into small groups putting an aide, parent volunteer or dependable student in charge of the work group.

2. Use task card 1 for a discussion of what to look for on the field trip.
3. See a film on the bakery to give children some common background for the bakery visit. Have the children make a list of workers and jobs observed in film.
4. Use task cards 2 and 3.

SUMMARY

1. If work groups were used have each group share work with total group.
2. Add new information to Bakery Chart as children learn more about the bakery.

Lesson 3

PURPOSE

To visit the bakery so children become more aware of the many different products of the bakery, jobs and responsibilities of the workers and the behind the scene operation of a bakery.

MATERIALS

1. Permission slips.
2. Task card 1.
3. Bakery Chart (made from previous lessons).
4. Chart paper; felt pen.

INTRODUCTION

Say: "Today we're going to visit a bakery. What are some of the safety rules we need to remember? At the bakery keep your eyes open as you watch the workers. Also listen to the workers tell us about their work and the bakery."

CLASS ACTIVITIES

1. Take a field trip to a local bakery
2. At the bakery, go over questions on task card 1.
3. Write a chart story recalling events seen and heard at the bakery.
4. On Bakery Chart have the children add any more jobs observed in the bakery.
5. Have the children illustrate the bakery trip.

SUMMARY

1. Review the field trip.
2. Add to the Bakery Chart new information obtained from field trip.
3. Decide what else the children want to know about the bakery.
4. Share pictures about the field trip.

Lesson 4

PURPOSE

To help the children identify the various jobs in the operation of a bakery and the responsibilities of each worker.

MATERIALS

1. Charts from previous lessons (bakery workers).
2. Books about bakery workers. Suggested books:
   Let's Go to a Bakery by Naomi Buchheimer
   and
   I Want to Be a Baker by Carla Green.
3. Task cards 2 through 7.
4. Teacher Reference, next page.

INTRODUCTION

Say: "Yesterday we listed the workers at a bakery on our chart that we saw during our bakery visit. Can you think of some other workers we need to add to our list?"

CLASS ACTIVITIES

1. Discussion - go over above chart. Have the children name at least one skill each worker needs in order to do his job. Ask if there are some workers on the chart the children need to find out more about.

   Choose from following activities for total group participation or divide into small groups.
2. Write a thank you letter to the bakery.
3. Read books.
4. Task cards 2 through 7.
5. Pantomime bakery jobs and have a group or class guess their job (task card 7).

SUMMARY

1. Reports from groups or individuals using task cards.
2. Evaluate the pantomimes.
3. Add information to Bakery Chart regarding jobs and responsibilities of workers.

Teacher Reference

Workers in a Bakery:

Baker: The person or persons who mix together and cook the ingredients, following or modifying or formulating recipes to produce a product of specified flavor, texture and color.

Baker Helper: Assists bakers in doing their work. Some helpers work with bakers who do all types of baking; others help bakers who make certain types of baked goods such as pies, breads, cakes, etc. . .

Mixer Helpers: One who assists in operating a dough mixing machine and aids in preparation of different kinds, types of dough used in the bakery process.

Oven Helper: One who aids in loading and unloading ovens with baked goods.

Bench Hand Helpers: One who kneads and forms dough into different shapes and sizes and places it in baking pans

Other Helpers assist hand and machine icers, slicing and wrapping machine operators, etc.

Lesson 5

PURPOSE To help children discover the skills necessary for each worker to be able to do their job.

MATERIALS

1. Chart on bakery workers.
2. Sets of individual skill cards (next page).
3. Drawing paper.
4. Task cards 2 through 7.

INTRODUCTION Say: "What are some of the things we are doing at school everyday?" (Make a list of children's responses.) "Let's group our responses into four big groups: academic, social, physical and artistic." (Let children group responses into the four groups.)

CLASS ACTIVITIES

1. Discussion and activity following introduction. Pass out individual sets of skill cards (next page).

   Tell the children we're going to play a game to see if the worker at the bakery needs any of the skills we're learning at school - academic, social, physical and artistic. Read skills sheet (next 2 pages) to class and have the children respond by holding up a skill card corresponding to the activity. Have the children summarize that workers need skills.

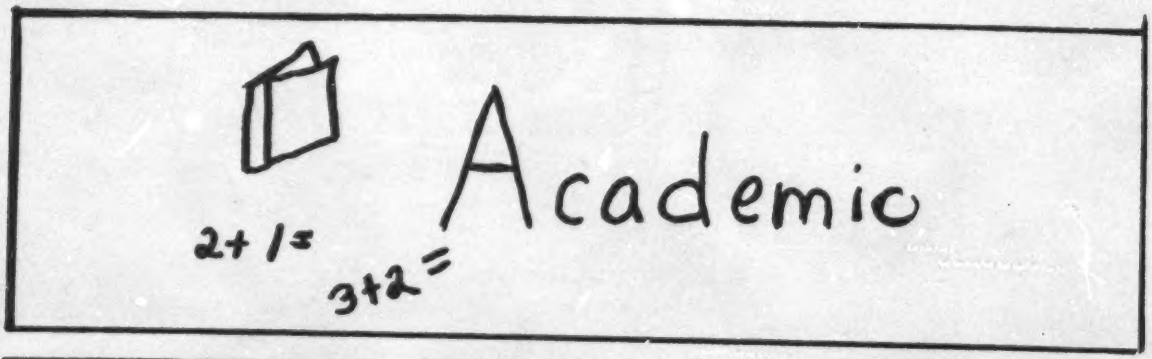
2. Task cards.
3. Make pictures to show the kinds of skills the workers need to have to do their jobs.

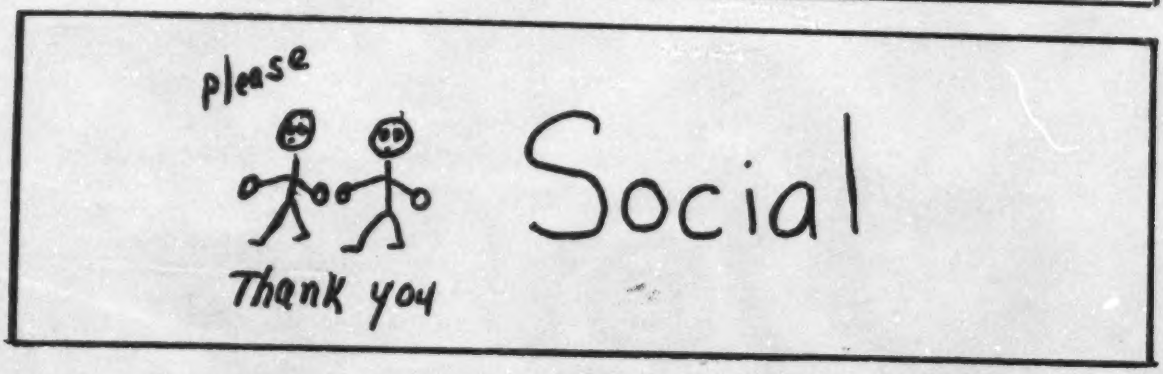
SUMMARY

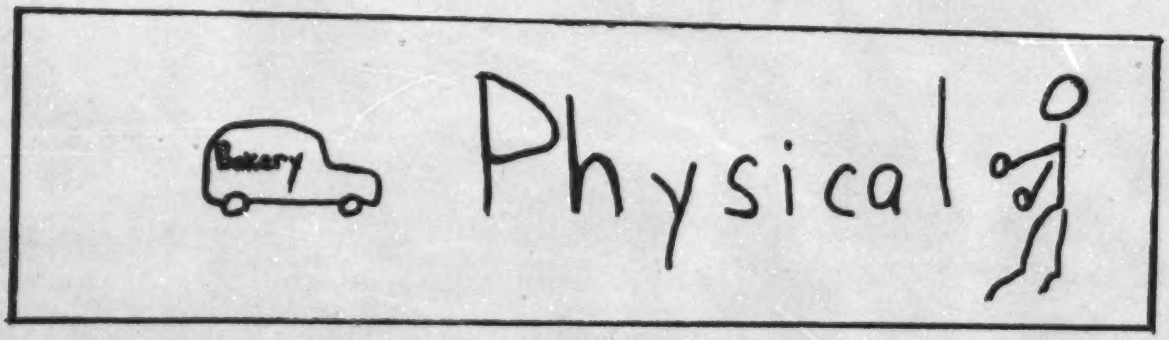
1. Have children summarize through activities that the bakery workers need skills to do their jobs. (Share pictures.)
2. Individual reports from students using task cards.

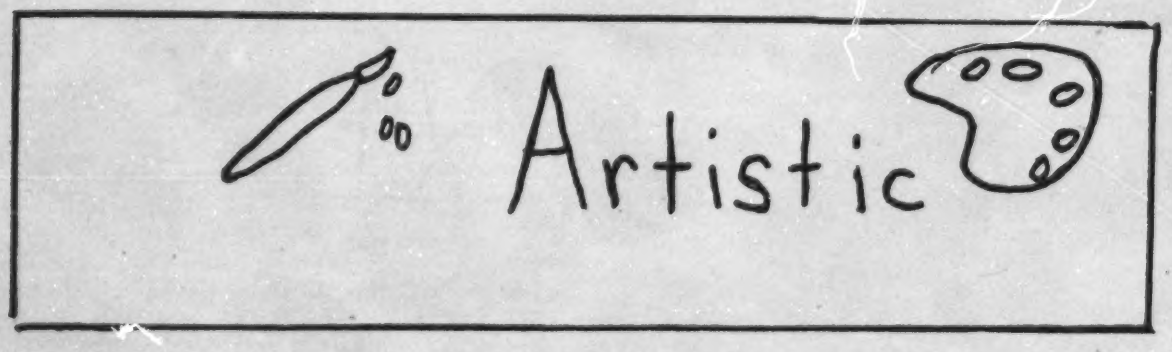
SKILL CARDS (use with lesson 5)

Make a ditto so each child will have a set of cards. As skills on the following page are read, the child will hold up the corresponding card.









SKILL CARD ACTIVITY

Use with Lesson 5

Read the following to the class. As the class responds by holding up the correct skill card, have one child tell how that skill is used in the bakery.

1. following directions.
2. measuring flour
3. weighing bakery goods
4. wrapping products
5. using the telephone book
6. working with others
7. reading a recipe
8. walking
9. decorating a cake
10. changing a recipe
11. pushing
12. using machines
13. working with others
14. ordering supplies
15. driving
16. reaching
17. waiting on customers
18. using cash register
19. climbing
20. counting money
21. packing a box of baked goods
22. giving directions

Lesson 6
(This is a 2-day lesson)

PURPOSE

To provide a class experience in bread making and develop an awareness of skills needed by the baker.

MATERIALS

1. Task cards 8 through 14.
2. Wheat to Bread booklet, next pages.
3. Ingredients and equipment for making bread (see Task card 8).
4. Parent volunteers.
5. Book: Let's Bake Bread by Hannah L. Johnson (If available).

INTRODUCTION

Say: "Today we're all going to be bakers and bake loaves of bread."

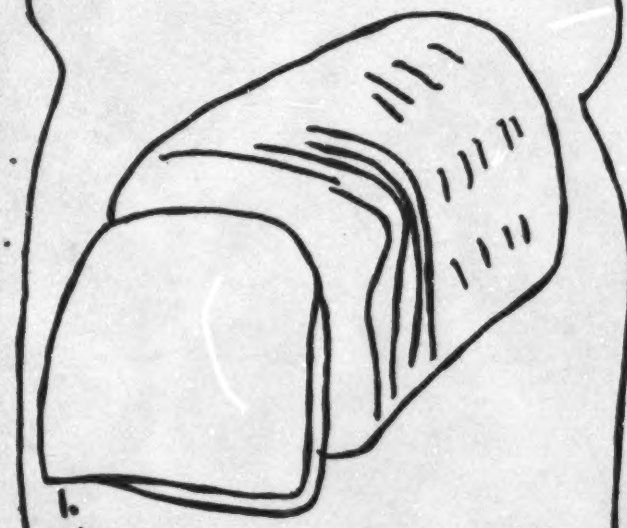
CLASS ACTIVITIES

1. Make bread. Hopefully you could divide the class in small groups of 5 or 6 with a parent volunteer to assist each group in making a loaf of bread. In making bread, develop the vocabulary (see Teacher Reference). This activity will take one morning.
2. Students select task cards to do.
3. Students make Wheat to Bread booklet.
4. Share book with students.
5. If task cards 8 and 12 are used, a discussion could follow comparing mixing and baking techniques used in making the bread, cake mix cupcakes and sugar cookies.

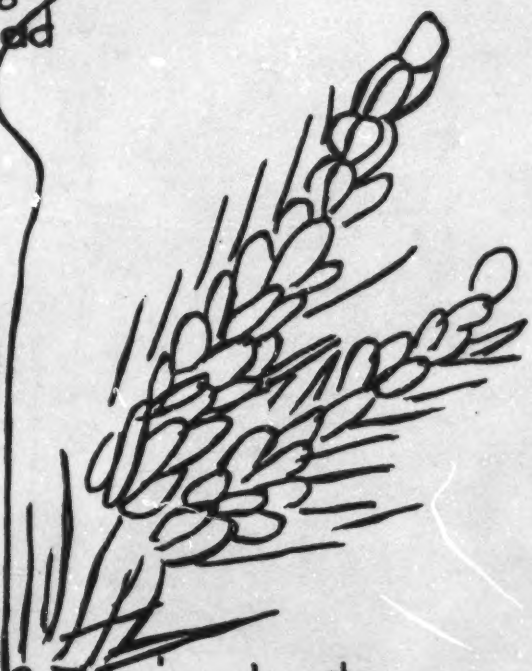
SUMMARY

1. Reports from baking groups.
2. Individual reports from students using task cards.

Wheat to Bread



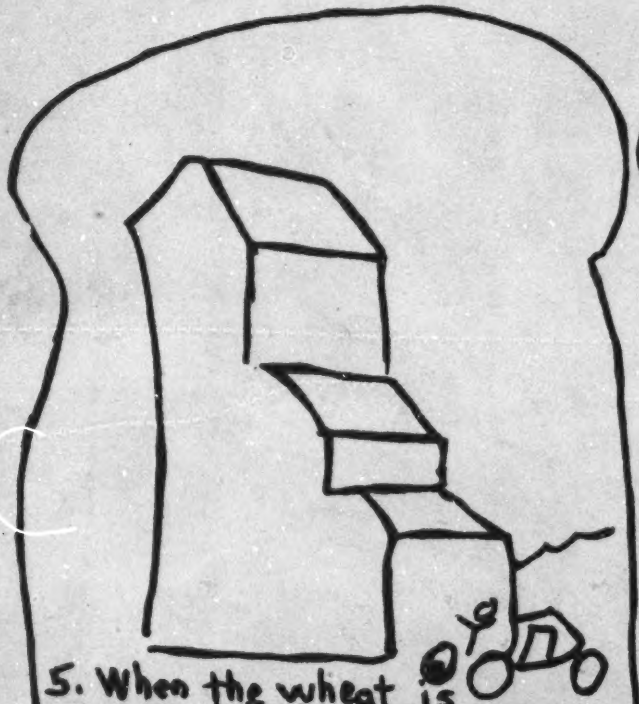
1. This is a loaf of bread. It is good for us.



2. This is wheat. Bread is made from wheat.

3. This is the farmer. He plants the seed and grows the wheat.

4. This is a combine. It reaps and threshes the wheat.



5. When the wheat is threshed it is taken to a grain elevator. It stays in the elevator until it is ready for the mill.

6. This is the miller. He grinds the wheat into flour.

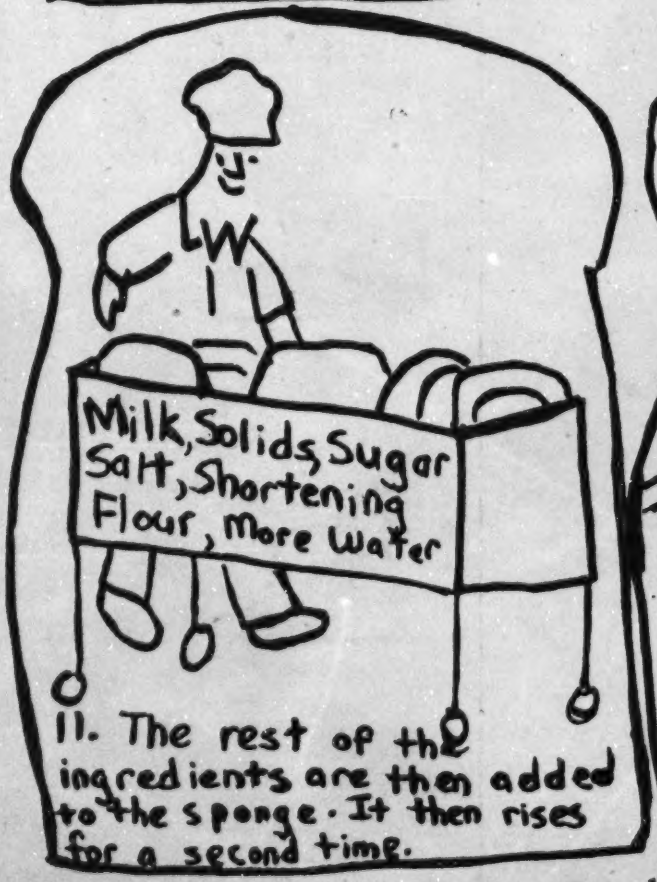
7. It takes all these things to make bread. They are called ingredients.

-14-

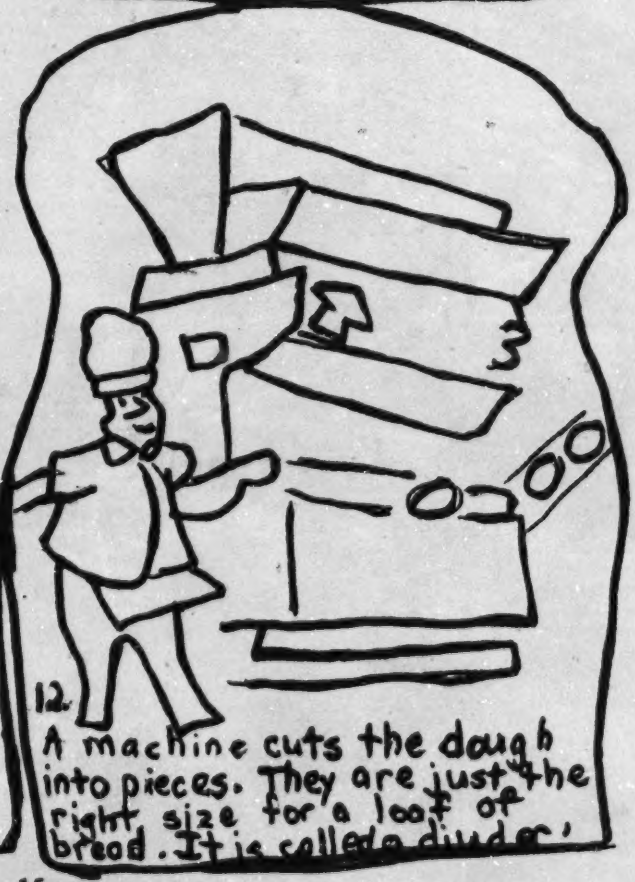
8. This is the baker. He takes the ingredients and bakes our bread.

9. A machine mixed some of the ingredients into a sponge. When the sponge is mixed it falls into a trough.

10. The sponge is wheeled into a room. The sponge rises in the warm, damp room.



11. The rest of the ingredients are then added to the sponge. It then rises for a second time.

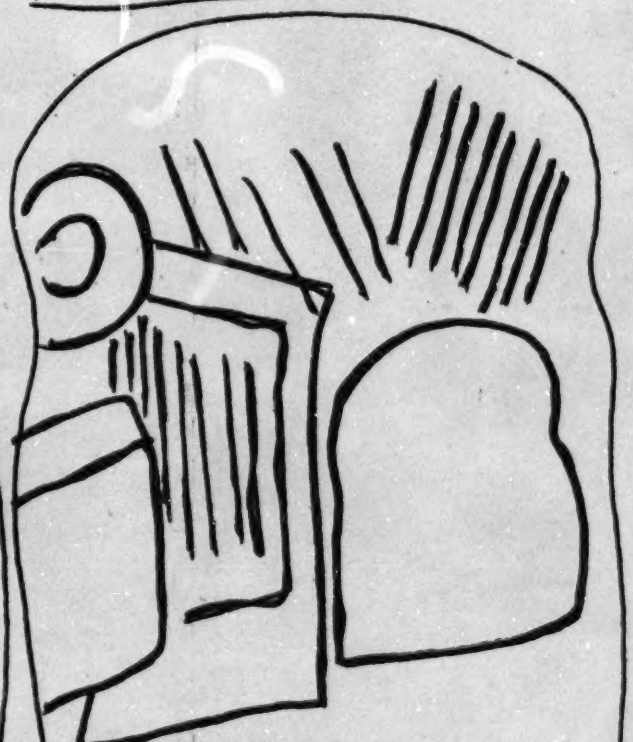


12. A machine cuts the dough into pieces. They are just the right size for a loaf of bread. It is called a divider.

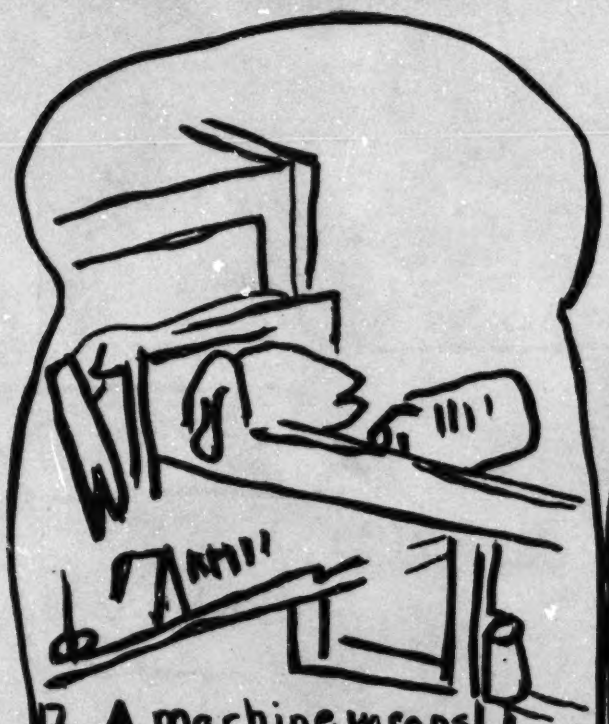
13. A machine makes each piece of dough the right size and shape. The pieces are round. The machine is a rounder.

14. They are kneaded in a machine called a molder and dropped into pans. Then the dough rises again.

15. The pans of dough go into a traveling oven. When they come out they are baked. M-m-m-m!

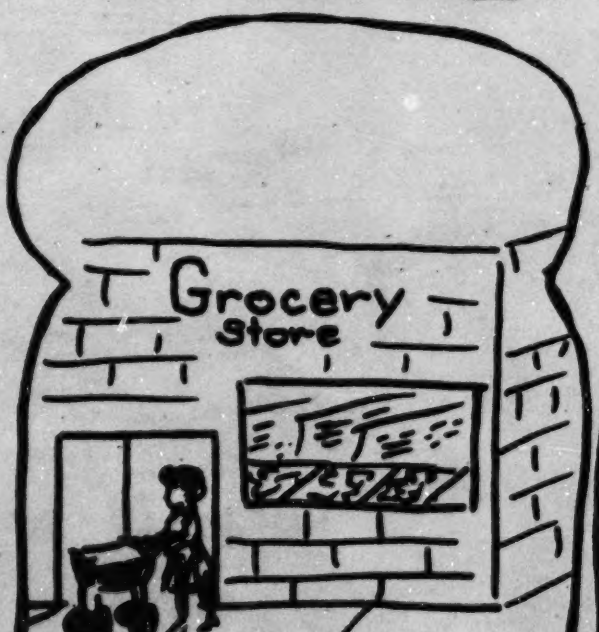


16. After the bread is cooled, a machine slices it.



17. A machine wraps the bread in waxed paper. Wax paper keeps the bread clean and fresh.

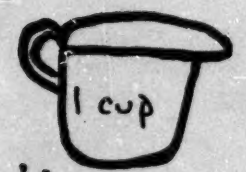
19. This is the grocer. He sells the fresh baked bread.



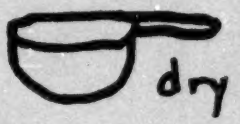
20. Mother buys our bread at the grocery store.

21. We like to eat bread. It is good for us.

EXAMPLE OF CHART FOR COOKING CENTER

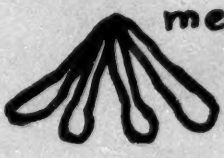


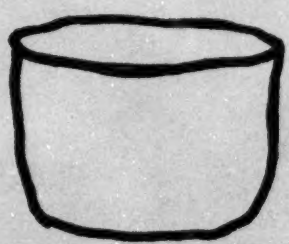
liquid measuring cup



dry measuring cup

measuring spoons





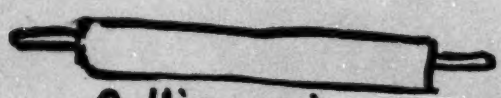
large mixing bowl

big spoon

rubber scraper

pan

flour sifter



rolling pin

cookie sheet

loaf pan for bread

cupcake pan

Teacher Reference

Recipe - directions for preparing something to eat.

Ingredient - one of the parts of a mixture.

Dough - a mixture of flour, liquid, etc. worked into a soft, thick mass for baking.

Batter - a thin mixture of flour, milk, etc. for making cakes.

Yeast - the substance used in raising bread. Yeast consists of very small plants or cells that grow quickly in a liquid containing sugar.

Kneading - to knead the dough, fold the dough over toward you. Then press it with the heel of your hand, give it a slight turn, fold it and press it again. Repeat this process rhythmically until the dough becomes smooth, and elastic.

"proofing period" - when the bread dough is set to rise.

Lesson 7

PURPOSE

To develop the children's awareness of the need for health practices by the employees of a bakery and keeping the bakery sanitary.

MATERIALS

1. Resource person (school nurse or cafeteria worker).
2. Paper for health posters.

INTRODUCTION

Say: "Today we have a visitor. It is important for us to remember to use good health habits when we bake and cook. (Name of visitor) is going to help us think about what we should do at home."

CLASS ACTIVITIES

1. Have a guest speaker (cafeteria worker or school nurse) talk with children about the need for health practices in baking and handling foods.
2. Discussion relating to health habits to bakery.
3. Have the children make health posters.
4. Do task cards

SUMMARY

1. Share posters and have the children display in school cafeteria or other appropriate places.
2. Individual reports from students using task cards.

Lesson 8

PURPOSE

To develop the children's awareness of the need for good safety practices in a bakery.

MATERIALS

1. Chart paper.
2. Felt pen.
3. Task cards 8 through 22.

INTRODUCTION

Say: "What are some of our safety rules at school?" Record each child's response and ask: "Why is it important? Do you think the bakery has some safety rules too?"

CLASS ACTIVITIES

1. List school safety rules.
2. Have the class write a safety code for the bakery.
3. Have the children make posters illustrating the safety code.
4. Do task cards.

SUMMARY

1. Share the safety code and pictures children drew to illustrate it.
2. Individual reports from students using task cards.

Lesson 9

PURPOSE

To help the children become aware of the many places where bakery goods are sold and why some stores specialize in bakery goods.

MATERIALS

1. Chart paper.
2. Felt pen.
3. Task cards 8 through 22 (especially 19 through 22).
4. Drawing paper.
5. Crayons.

INTRODUCTION

Say: "Boys and girls we've learned a lot about the bakery and it's many products. Today let's think of all the places you've gone shopping with your family where you could buy bakery products. Can you name one of them for us?"

CLASS ACTIVITIES

1. As children respond to introduction, record responses on half of the chart. On other half record children's responses of why some people go to the bakery for baked goods.

Example:

Places to buy baked goods.	Why shop at a bakery?

2. Do task cards.
3. Have the children make a picture of their family shopping for bakery goods.

SUMMARY

1. Have children share their pictures telling where their family is shopping for baked goods.
2. Individual reports from children using task cards.

Lesson 10

PURPOSE

To help the children evaluate the knowledge and understanding gained during the bakery unit.

MATERIALS

1. Entry Level Assessment (post-test).
2. Chart of responses recorded from Lesson 1.
3. Chart paper.
4. Felt pen.
5. Task cards 8 through 22 (select several to use).

INTRODUCTION

Say: "Today we'll make a new chart listing all we've learned about the bakery. Then we'll compare it with the chart we made the first day when we began studying the bakery. When we look at the two charts we'll find out how much more we know now."

CLASS ACTIVITIES

1. Use Entry Level Assessment to guide discussion and record children's responses on chart paper.
2. Compare today's chart with the chart from Lesson 1.
3. Do task cards.

SUMMARY

Have the children discuss what they like or dislike about our study of the bakery.

TASK CARD 1

This card is a study guide for the field trip. A copy of this card should be given to the bakery manager at least three days before the trip.

FIELD TRIP GUIDE

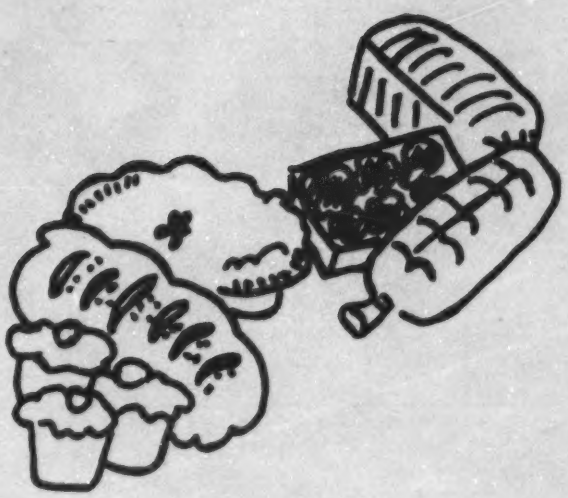
You need:

1. ears
2. eyes
3. nose
4. feet
5. quiet voice

1. How many people work at the bakery?
2. Do they all have the same job?
3. What are some of the different jobs they are responsible for doing?
4. How do machines help the bakery with its work?
5. How many different kinds of bakery products can you find? Name some.
6. How are the bakery products displayed and packaged?
7. What times during the year is the bakery the busiest?
8. How is the bakery protected against fire?
9. How else is the bakery made safe for the workers and the customers?
10. How do the bakery products get to the stores?
11. Where do the workers put the bakery products when the products first arrive at the store?
12. What job would you like to do in a bakery?

TASK CARD 2

LET'S MAKE A COLLAGE!



You need:

1. paper
2. magazines
3. scissors
4. paste

Make a collage to show some of your favorite bakery products. Look through the magazines and cut out pictures of "goodies" you could buy in a bakery. Paste them on a large sheet of paper. Share your collage with your class or friend.

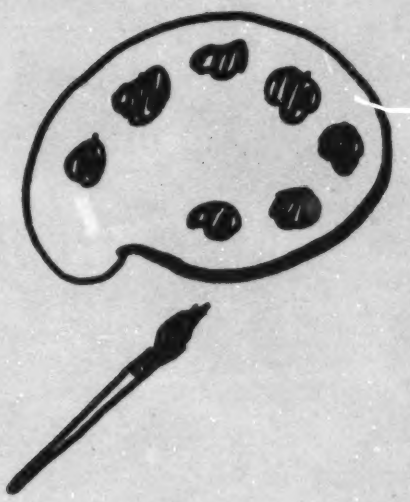
UMMM GOOD

You need:

1. paper
2. chipboard
3. scissors
4. string

Make a mobile to show many items sold at the bakery. Ask your teacher to help cut the chipboard. Color pictures of the bakery items you enjoy. Hang them from the top of the mobile with string. Hang your mobile in the classroom for your friends to see.

PAINTER'S DELIGHT



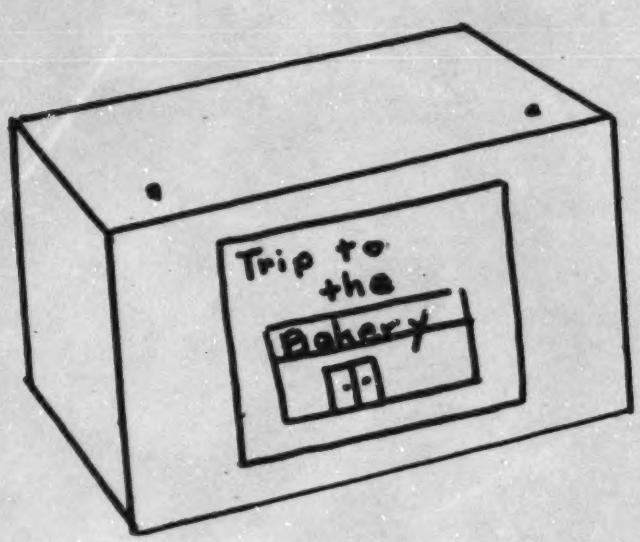
You need:

1. paint
2. brushes
3. mural paper
4. some friends

Choose three or four friends to help you. Make a large mural of the bakery. Be sure to show the following:

1. inside the bakery
2. workers in the bakery
3. some of the machines that help the baker do his work
4. some of the bakery products being made

Find a place in the classroom to hang your mural. Give a report to the rest of the class about the story your mural tells.



LET'S MAKE A MOVIE!

You will need:

a cardboard box
2 cardboard rollers
4 nails
tape
roll of white shelf paper
paint or crayons or [illegible]
scissors
3 or 4 friends to work with

Find a big box and two cardboard rollers. Have your teacher help you cut a hole in your box. Draw some pictures on the roll of shelf paper showing the bakery visit. Be sure to include:

going to the bakery
the outside of the bakery
the inside of the bakery
jobs the bakery workers have

Use the tape to attach the ends of the shelf paper to the two cardboard rollers. Place nails in cardboard box so they will hold the cardboard rollers in place. Put the rollers in the box.

Share your movie with the class.

See if another class at your school would like to see your movie. If so, share your movie with them giving a report about your bakery visit.

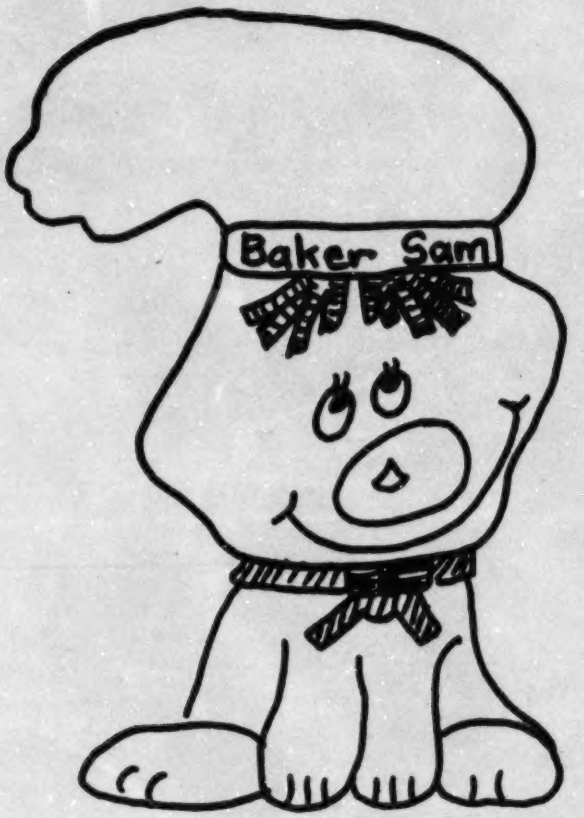
TASK CARD 6

A BAKER'S WORK IS NEVER DONE

You need:

1. colored paper
2. paper bags
3. another person to work with you
4. felt pens or crayons

Make paper bag puppets of bakers. Plan a skit about the items you've baked to sell for the day. Talk about the kinds of goodies, the flavor and the price. Present the skit to the class.



ACT IT OUT!

You need:

1. acting skill
2. a group of friends
3. pieces of paper (each piece of paper has the name of a bakery worker written on it)

Choose a piece of paper. Act out the job. Pantomime it slowly so we can guess what job you're doing! (You may choose someone to help you.)

Bakery clerk	Mixer helpers
Delivery man	Ovenman helper
Inspector	Bench hand helper
Baker	Decorator
Baker helper	Packager

LET'S MAKE A LOAF OF BREAD!

You will need:

set of measuring cups
set of measuring spoons
large mixing bowl
big spoon
pastry cloth or pastry board
cheese cloth or dish towels
3 loaf pans
flour sifter
stove/oven
cooling racks
cooking thermometer
pan for scalding milk
pot holders
long sharp knife

Recipe for Whole Wheat Bread
(makes 3 loaves)

1 cup milk
½ cup light brown sugar
2 tablespoons salt
1 stick margarine (½ cup)
2½ cups warm water (105°-115°)
3 packages dry yeast
3 cups whole wheat flour
7 to 8 cups white flour

Scald milk.

Stir in brown sugar, white sugar, salt and margarine.

Cool to lukewarm.

Measure warm water into large bowl.

Sprinkle in yeast, stir until dissolved.

Add lukewarm milk mixture, whole wheat flour and 1 cup white flour. Beat until smooth.

Stir in 6-7 cups white flour to make stiff dough.

Knead until smooth and elastic (about 12 minutes).

Cover and let rest on board on board for 15 minutes.

Divide dough into 3 pieces.

Roll each piece into an 8" x 12" rectangle.

Roll up dough. Pinch seam.

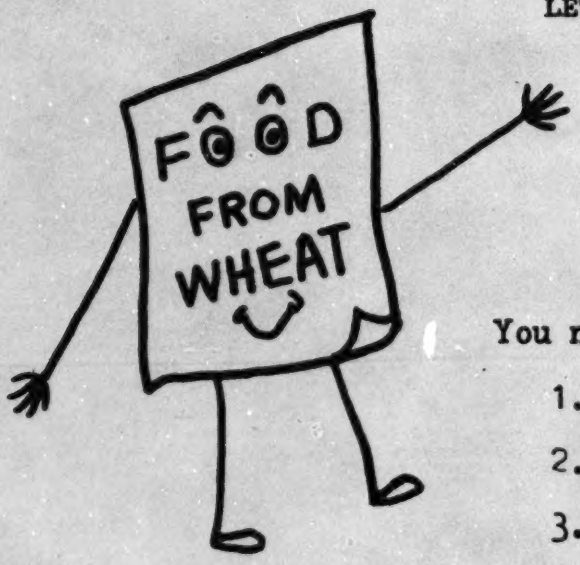
Place dough with seam down in greased bread pan.

Cover; let rise in warm place until double in size.

Bake at 350° for 35 minutes.

Cool on rack.

LET'S GO SHOPPING!



You need:

1. paper
2. pencil
3. a friend to work with you
4. a neighborhood grocery store

Make a booklet about wheat. Go to a neighborhood grocery store. Look for many different kinds of foods made from wheat. List them in your booklet. Later draw a picture for each product in your booklet.

Share your booklet with the class.

HOW DO YOU MAKE A CAKE?

You will need:

1. paper
2. pencil
3. crayons
4. a helper to write your recipe

How do you make a cake? Write the recipe for your favorite cake. Make a picture to show us how good it is. Share your recipe and picture with the class.

BAKER'S DELIGHT

You need:

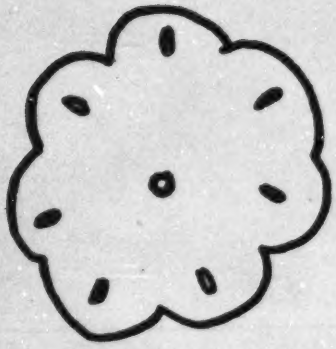
1. a large mixing bowl
2. a rubber scraper
3. an electric mixer
4. a cake mix
5. other ingredients (check back of the cake mix box)
6. cupcake pan and paper liners
7. measuring cups

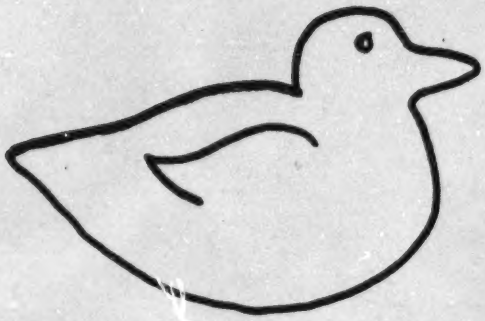
* need an oven to bake cupcakes

Recipe

Follow the recipe on the box of cake mix. Be sure to look for special cupcake directions, if any.

When cupcakes are cool and ready to frost see task card 13.





SUGAR COOKIES

You need:

1. flour sifter
2. large mixing bowl
3. mixing spoon
4. measuring spoons
5. measuring cups
6. rolling pin
7. cookie cutters
8. cookie sheets
9. rack
10. an electric mixer (optional)

* need an oven to bake cookies in

11. shortening
12. sugar
13. orange peel
14. vanilla
15. egg
16. milk
17. baking powder
18. salt
19. flour

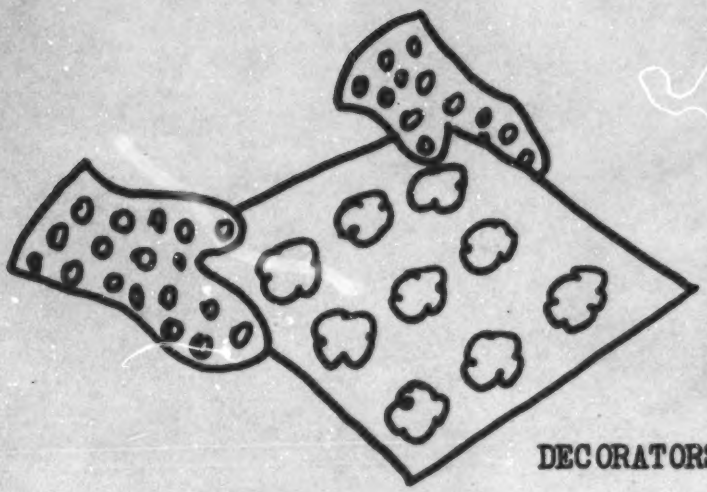
Recipe

2/3 cup shortening
3/4 cup sugar
1/2 teaspoon orange peel
1/2 teaspoon vanilla
1 egg
4 teaspoons of milk
2 cups sifted all-purpose flour
1-1/2 teaspoons baking powder
1/4 teaspoon salt

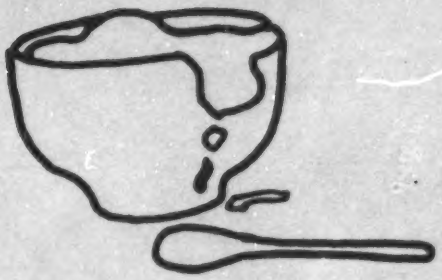
Thoroughly cream shortening, sugar, orange peel and vanilla. Add egg; beat till light and fluffy. Stir in milk. Sift together dry ingredients; blend in cream mixture. Divide dough in half. Chill 1 hour.

On lightly floured surface, roll to 1/8 inch. Cut in desired shapes with cutters. Bake on a greased cookie sheet at 375° about 6 to 8 minutes. Cool slightly; remove from pan. Cool on rack. Makes 2 dozen.

Decorate. (See task card 13.)



DECORATORS



You need:

1. mixing bowl
2. big spoon
3. electric mixer (optional)
4. sifter
5. butter
6. confectioner's sugar
7. egg
8. vanilla
9. milk
10. measuring cups
11. measuring spoons

miscellaneous decorating choices

nuts	food dye
coconut	colored sugar
small candies	raisins

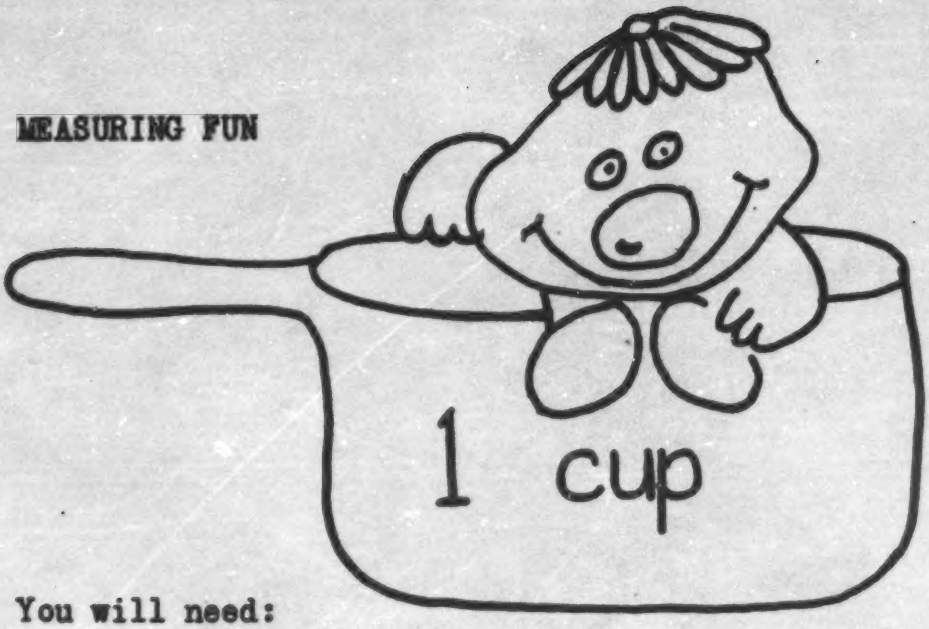
Recipe

1/3 cup butter
4 cups sifted confectioner's sugar
1 egg yolk
1-1/2 teaspoons vanilla
About 2 tablespoons milk

Cream butter; gradually add about half the sugar, blending well. Beat in egg yolk and vanilla. Gradually blend in remaining sugar. Add enough milk to make of spreading consistency.

Use frosting and decorating choices to frost sugar cookies (task card 12) and cupcakes (task card 11).

MEASURING FUN



You will need:

1. 1 set of measuring cups
2. 2 quarts of sand
3. 1 large tub for sand

Use the sand and measuring cups to discover the missing part of each sentence.

1 cup of sand = (equals) _____ 1/2 cups of sand.

1 cup of sand = _____ 1/3 cups of sand.

1 cup of sand = _____ 1/4 cups of sand.

2 cups of sand = _____ 1/2 cups of sand.

* Can you think of some more problems yourself?

SOMETHING
SPECIAL

You will need:

1. acting skill
2. a friend who also enjoys acting
3. two toy telephones (or props)
4. a pencil
5. a notepad

Your mother's birthday is coming soon. You decide to surprise her by ordering a cake from the neighbor bakery. Call up the bakery and give your order to the bakery clerk. Think about what you will need to tell the clerk.

Act it out with a friend.

A BAKERY GAME

You will need:

1. a partner to work with
2. magazines
3. paper
4. toy money (or paper to make some)

Cut some pictures of bakery products from magazines and paste on squares of paper. Decide how much each "goodie" should be sold for and mark its price.

Use toy money or make some money for your game.

Practice selling and buying bakery goods.

Teach your game to some other friends in your classroom.

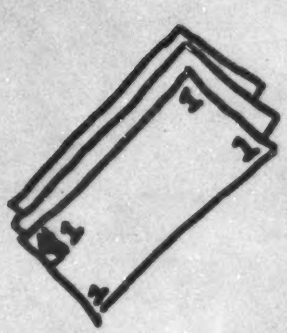
44

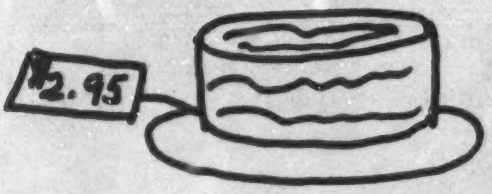
You need:

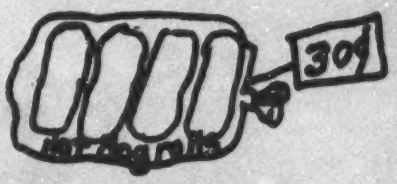
1. paper
2. crayons or felt pens
3. colored paper
4. paste

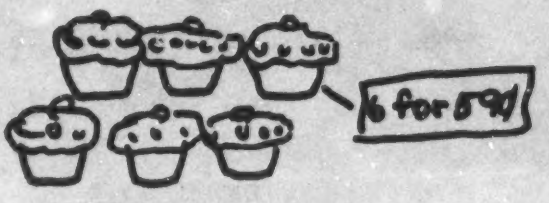
You're making a birthday cake for someone special. Use colored paper and/or crayons or felt pens and show us how you would decorate it. Share your picture with the class and tell us who you would make this special cake for.

A SHOPPING TRIP TO THE BAKERY









You will need:

1. a pencil
2. paper
3. math skills

Mother sends you to the bakery to buy some baked goods. She needs 2 loaves of bread, 1 package of hot dog rolls and something for dessert. She gives you three dollars to spend for the baked goods. Use your pencil and paper to figure out how much you will spend altogether. How much change did you have left? What did you choose for dessert?

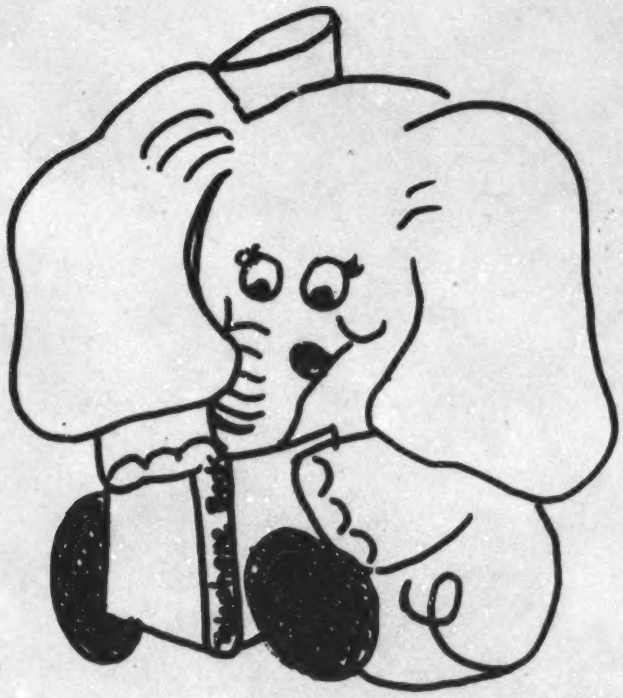
ARTISTS NEEDED

You need:

1. small brown bags
2. crayons or paint

At many stores, the stores use special sacks to put their products in so you will advertise their store and products as you carry your purchase home. Design a special bag for a bakery. Decorate it with a picture about the bakery.

LOOK
IN
THE
YELLOW
PAGES

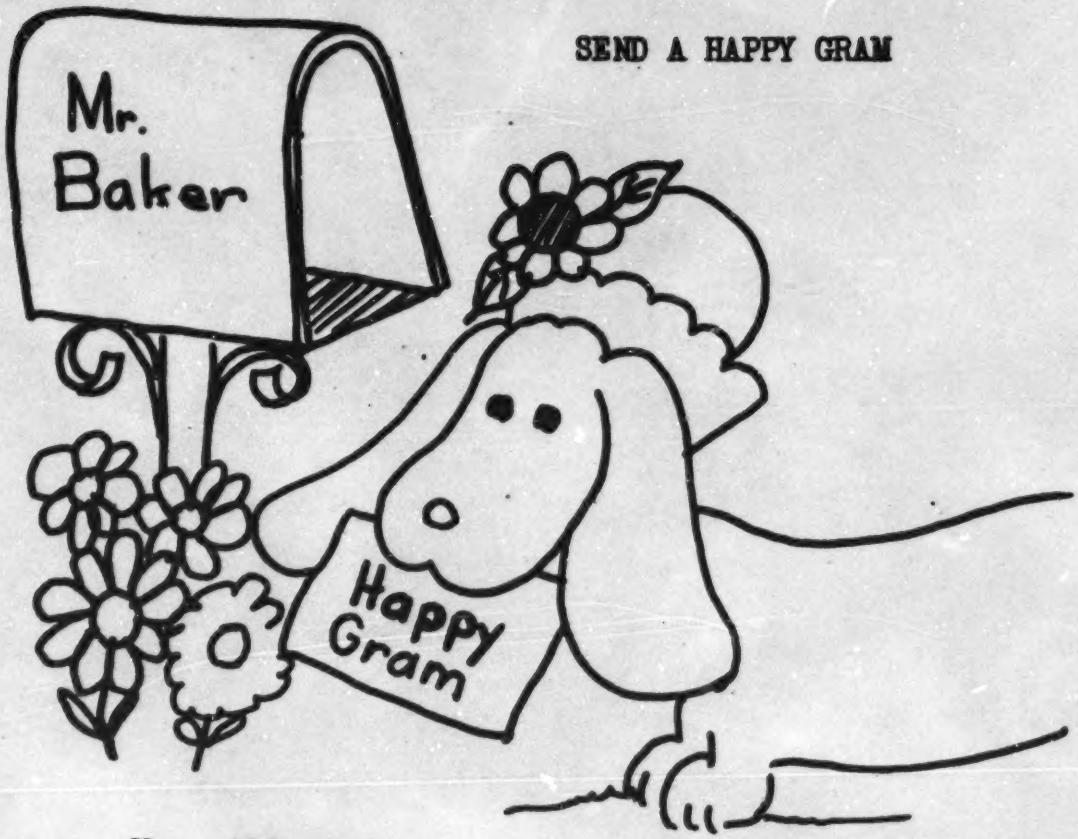


You will need:

1. a telephone directory
2. paper
3. pencil

Look in the yellow pages in your telephone directory under "Bakeries." Write the names and addresses of the ones near you.

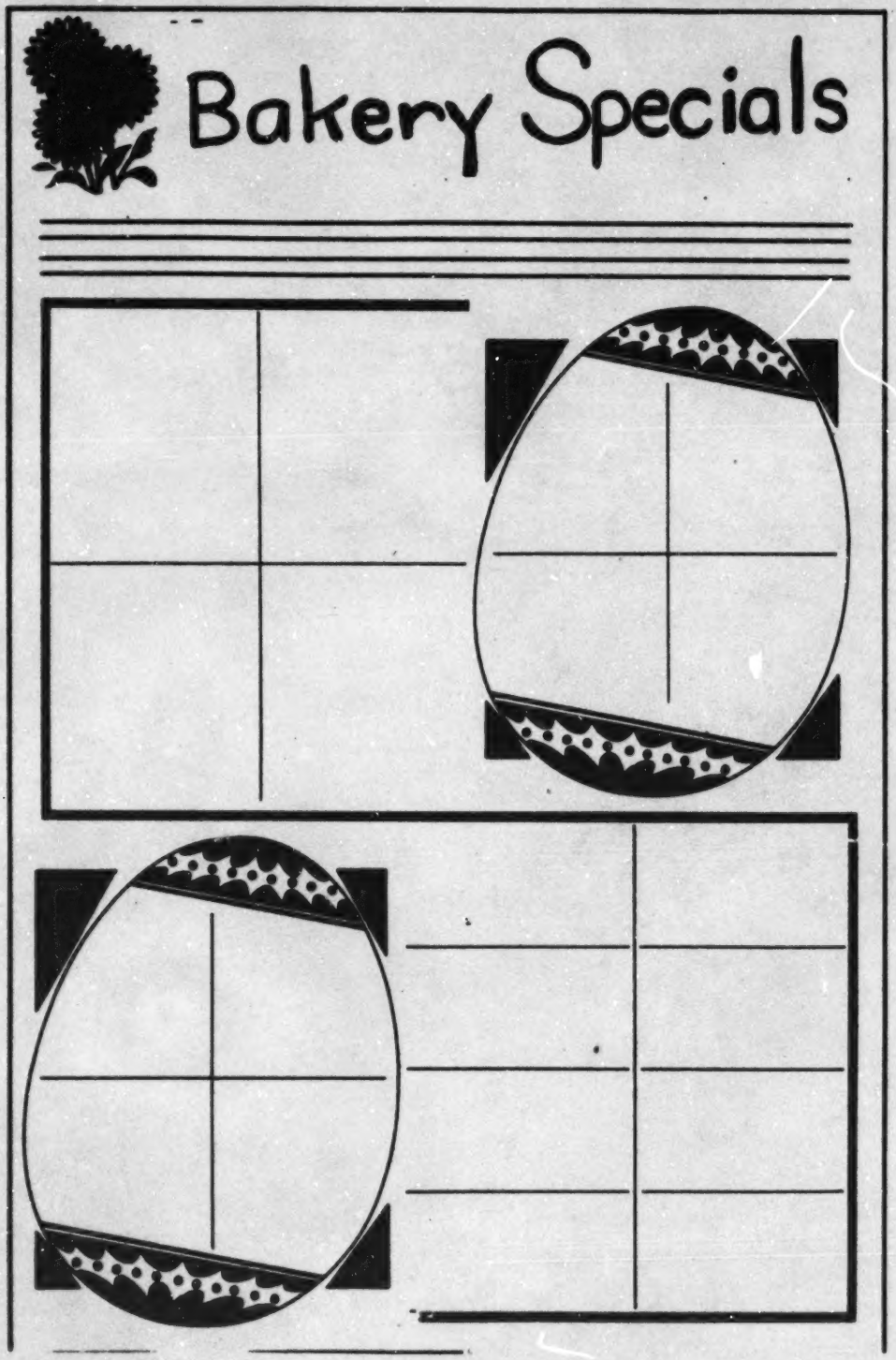
SEND A HAPPY GRAM



You will need:

1. manilla paper
2. crayons
3. good ideas

Think about some bakery products that you and your family have enjoyed. Make a happy gram picture to send to the baker to tell him how much you enjoyed the products he made. Have your teacher write the message on the bottom of your paper. Take or send the Happy Gram to the baker.



Look in a newspaper for some bakery ads. Then use this form to make your own ad for bakery products.